DOCUMENT RESUME

ED 029 221 AC 004 300

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An Outline of a Community Survey for Program Planning in Adult Education.

Florida State Dept. of Education, Tallahassee.

Pub Date Apr 68

Note-45p.; Bulletin 71F-2

EDRS Price MF-$0.25 HC-$2.35

Descriptors-*Adult Education, Community Services, *Community Study, Demography, Economic Climate, Government (Administrative Body), *Guidelines, Industry, Information Sources, *Program Planning

Identifiers-Florida

The outline to conducting a community survey delineates the kinds of information and data about a community of significance to the adult educator--the history and community setting, the people, economic structure, and functional operations. Each topic is subdivided into what to study, sources of information, and implications for adult educators. Reasons for the necessity of such studies are discussed and include: the degree of participation in, and support of, local programs is proportionate to their relevance to real life: adult education should be a primary medium for a citizens' intellectual growth and participation in organized community life: and systematic study of the community enables a greater understanding of social problems and ability in dealing with them. (pt)

ED029221

BULLETIN 71F-2

APRIL, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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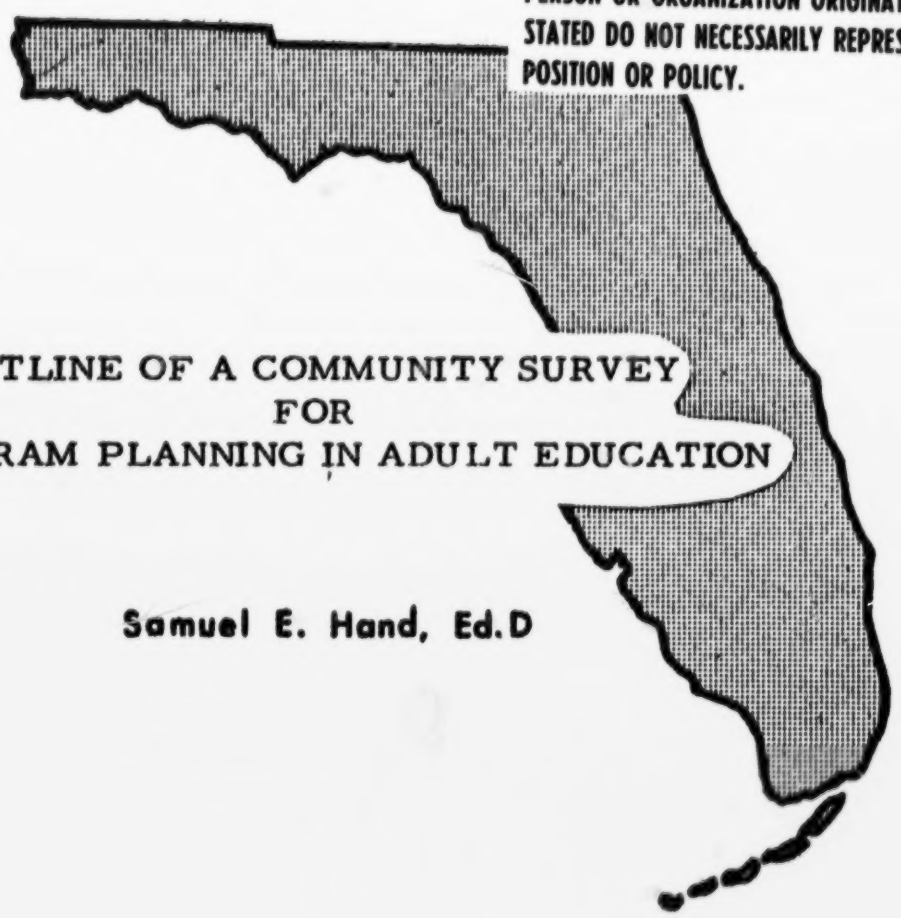

AN OUTLINE OF A COMMUNITY SURVEY FOR PROGRAM PLANNING IN ADULT EDUCATION

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AC 004 300

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INTRODUCTION

The importance of thorough and continuing study of the community as a basis for program planning in adult education is becoming increasingly apparent. Adult educators are finding that the degree of participation in and support of local adult education programs is proportionate to the extent to which these programs are geared to the real life problems, interests, and needs of the communities they serve.

There are also other compelling reasons for systematic community study in adult education. Sociologists have long recognized that the community exercises great influence on the development of the human personality. Along with the family, it exerts a dominant influence on the development of attitudes, speech patterns, prejudices, and points of view. The individual, in fact, is essentially a product of his community, and his chances for becoming a leader and a guide to its proper development depend upon his continuous intellectual growth and participation with others in organized community life. Adult education can and should become a principal medium through which this growth and development take place. It should become an instrumentality for bringing about improved community living in many ways.

Another important reason for community study is the fact that a democratic society depends for its existence upon citizen participation, and no better way has been found to achieve widespread and enlightened citizen participation than through involvement in the study of community problems. It is here that adult education comes alive and takes on real meaning and purpose for many individuals.

A third compelling reason for systematic study of the community is the fact that the great social problems of our times can be, and usually are, illustrated with the context of community life, and it is at this level that they can best be understood and dealt with by the ordinary individual. Adult education programs, if properly planned, can provide the opportunity for studying community problems and for achieving a more satisfactory understanding and solution to them.

Finally, all communities differ and an educational program designed for one community will not necessarily accomodate the needs of another. Each community deserves, and in fact requires, its own individually tailored program. For these and other reasons, community study has become an indispensable prerequisite to the planning of socially useful programs of adult education.

With the above considerations in mind, we have prepared an outline for community study with the hope that it will be suggestive and helpful to adult educators in carrying out their responsibilities in connection with adult education program planning. In this outline we have suggested the kinds of information and data about the community which will be needed by the adult educator and his staff if they are to do a sound professional job of program planning. We hasten to state that neither the content of the outline itself nor the list of suggested sources of information are considered complete or adequate for all situations. In fact, certain portions of the outline may not be applicable at all, or may be of negligible importance, in some situations. We recognize, however, that the variations between communities require that a general outline for community study include a wide variety of information, parts of which will vary in their application between communities.

It should be pointed out, too, that the job of studying the community for program planning purposes is a never ending one. Each succeeding year brings new developments in certain aspects of the life of every community, and with each development there are implications for change in the adult education program. The job of director of adult education, therefore, requires that he keep abreast of the significant changes as they occur in his community, and interpret these changes in terms of their implications for adult education program activities. His only hope for accomplishing this is through thorough and continuing study of the community.

In studying his community and in the interpretation of his findings, the adult educator must enlist the aid of other individuals and groups within his community. In some instances, advisory committees and study groups render valuable assistance, both in gathering information about the community and in helping interpret it in terms of program activities. The adult educator may also utilize community study as an educational process by means of which he can provide not only the opportunity for educational self-improvement or many individual citizens, but also to awaken citizen interest in the community which will result in social action leading to improved community living.

How, then, does the adult educator proceed? What are the areas of community life that he should explore? What dimensions of the community should he examine? What individuals, groups and agencies of the community should he engage to assist him? With such questions in mind, we have sought to delineate the kinds of information and data about the community which will have significance for the adult educator as he seeks to develop an appropriate and meaningful program of adult education.

AN OUTLINE OF A COMMUNITY SURVEY FOR PROGRAM PLANNING IN ADULT EDUCATION-- WITH IMPLICATIONS FOR THE ADULT EDUCATOR

I. The History And Setting Of the Community

A. What to Study

1. The Site

a. Location (characteristics and possibilities for growth)
b. Boundaries (identify and study their significance)
c. Area (size and relation to neighboring areas)
d. Climate (temperature, rainfall, length of growing season)
e. Water supply and safety (current and potential)
f. Accessibility (communication and transportation facilities in and out)
g. Characteristics of the soil (type and fertility)
h. Topographical characteristics (barriers to natural development)
i. Special scenic attractions
j. Mineral deposits (kind and extent)
k. Wildlife (kind and extent)

2. The Original Settlement

a. Reasons for original settlement
b. Significant incidents or events in connection with settlement
c. Location of first homes

3. The First Settlers

a. Who were they and from where did they come?
b. What people, if any, did they displace?
c. What significant practices, beliefs, and attitudes did they bring with them?
d. What significant elements of the old culture have been retained, such as folk customs, food habits, economic values, et cetera?

4. Early Government

a. Initial governmental structure
b. First elective positions (how elected; for how long; duties)
c. Date of incorporation as town or city

5. Traditions and Values

a. How and to what extent is the general "tone" of the community influenced by attitudes and values retained from original settlers of the community?
b. What new traditions or values did later groups of arrivals bring which affected community life in ways that are currently discernible?
c. Are there legends about local happenings which tend to be passed from person to person? What are they?
d. What particular festivals, special historical celebrations, or commemorations give color and richness to the social life of the community? Trace their origin and local significance.
e. What colorful customs are practiced in the community, either by some religious or ethnic group, or by the community as a whole?
f. What meaning does the community attach to these values?

Freedom	Progress
Individualism	Patriotism
Democracy	Happiness
Humanitarianism	Practicality
Material values	Conformity
Success	Formal association
Education	Religion
Science	

g. What characteristics does the community rate most highly in the people that it holds in esteem?

Honesty	Wealth
Industriousness	Spirituality
Generosity	Political power
Educational attainment	Community mindedness
Philanthropic activity	Nationality
Industrial leadership	Type of occupation
Musical, artistic, or literary accomplishment	Athletic attainment

6. Significant Events in Life of Community
a. Who were the notable persons in early years?
b. What places in the community were scenes of interesting historical events?
c. What persons have held or now hold positions or render service which have earned recognition outside the area?
d. How many residents now living in the community are listed in the latest edition of Who's Who in America?
e. What outstanding contribution has the community made to the state or the nation?
f. In what ways is the community contributing to current history?

B. Sources of Information

1. Old (pioneer) settlers
2. Local newspaper files
3. Village, town, city, county, and state histories
4. Family histories and biographies
5. Local libraries
6. Military records
7. Anniversary addresses
8. Maps, atlases, and gazettes
9. Court records
10. Interviews with people familiar with facts
11. Local governmental units

C. Implications for the Adult Educator

The present life of any community can be understood better when viewed in the light of its historical perspective. People are usually interested in their past, and historical facts may well become the motivating force for a program of community improvement.

By the same token we also know that the strength of tradition and cleavages with the past often prevent efficient and needed solutions from being utilized on existing problems. Many of the values and ideals which now characterize a community are traditional; therefore, the adult educator must distinguish those that have grown out of the early history of the group from those that have been accepted in more recent times, for the old traditions tend to have a stronger hold on the people than the new.

He must know who the "old families" are, what it is they cherish, and, if so, why they resist change. It is, of course, possible in some instances that a community may have too little sense of identity with the past. In such a case, it may lack a powerful force that builds stability and morale which are essential to continued mutual activity in the common interest.

It is easy to overlook the importance of geographical factors in the development of community life. The presence of a particular type of soil, of certain minerals in the earth, the junction of rivers, natural harbors, or of special scenic attractions may be of crucial importance in forming the community. Such factors may influence the size and character of the population and determine its industries.

Communities are sometimes characterized by the things in which they are most interested, the situations, qualities, or conditions which they value. These community values are hard to identify, but they are important to anyone who is trying to work professionally with

the community in any type of an action program. Certain programs may be doomed because they simply do not fit in with the dominant values of that community. The adult educator must identify the value base and design his program in terms of it.

II. The People

A. What to Study

1. Characteristics of the population

a. What is the total population of the community?
b. How does present population compare with that of ten years ago? What factors account for the change?
c. What is the sex ratio? If unbalanced, what accounts for it?
d. What per cent of the population is above fifteen years of age? Above twenty-four years of age? Beyond sixty-five years of age? How does this compare for the state and the nation?
e. What is the population density by area or precinct?
f. What factors account for location of areas of greatest population density?
g. What is the average number of people per household?
h. Are people of distinct racial, occupational, or religious groups collected in specified areas? Identify each such area.
i. Tabulate the number and per cent of total community population represented by each of the following groups:

Precinct or District	White		Negro		Foreign-born			Total
	No.	% Total	No.	% Total	No.	% Total	No.	Per Cent

j. During the past decade, what was the net increase or decrease in population due to births and deaths? Due to migration?
k. What nationalities in the community are increasing? Decreasing?
l. How many foreign-born persons twenty-one years of age and older are there in the community?
m. How many of these have been naturalized?
n. What is the distribution of the population of your community according to residence--urban, rural non-farm, rural farm?

o. What is the median number of years of school completed by persons twenty-five years of age and over, in your community, according to age, color, and sex?
p. Tabulate the marital status of all individuals fourteen years of age and older, male and female. From this, how many and what per cent according to age, color, and sex are single, married widowed or divorced?
q. What is the percentage of divorces among the white and Negro population of the community?

2. Labor Force

a. What is the size of the labor force?
   (1) Percentage of total population? Male? Female?
   (2) Number and percentage of persons employed by someone else?
   (3) Number and percentage of self-employed persons?
   (4) Number and percentage of persons who are employed full-time, part-time, seasonally?
   (5) Number and percentage of employed persons who work in this community, and the number and percentage who work in some other community?

b. Total number of unemployed persons in the community at the present time; that is, persons who are employable, but out of a job?
   (1) Percentage of total labor force?
   (2) Principal reasons for unemployment?
   (3) Seasonal variations--get details.

c. Classification of employed persons by type of economic activity.
   (1) Percentage employed in agriculture?
   (2) Percentage engaged in industry?
   (3) Percentage engaged retail and wholesale trades and community services?
   (4) Percentage engaged in professional services?

d. Number and percentage of persons in the local labor force who are union organized?
   (1) What unions are represented?

e. Income data
   (1) Per capita income?
   (2) Total and per capita bank deposits?
   (3) Median income of families and unrelated individuals?
   (4) Percentage of families having less than $2,000 annual income?
   (5) Percentage of population filing income tax returns?

(6) Average wage scales?
(7) Compare per capita income, per capita bank deposits, and wage scales with similar information for other communities, counties, the state, and nation.
(8) Effective buying power of the local population. (Total income less taxes.)

B. Sources of Information

1. United States Census of Population: 1950. For Florida data see:

a. P-A10, Florida--Number of Inhabitants
b. P-B10, Florida--General Characteristics
c. P-C10, Florida--Detailed Characteristics

2. State Bureau of Vital Statistics

C. Implications for the Adult Educator

Knowing the character and trends of the population of the community, with the underlying causes, the local adult educator has a more complete knowledge of the fundamental social forces at work in the area and he is then in better position to anticipate the educational needs and interests of the adult population. Population data aids the adult educator in predicting future trends, which is essential since programs of various social agencies in the community are affected by changes in population size and characteristics.

The age and sex of the population may profoundly affect the community's organized life. Many rural communities, for example, find themselves with a relatively high proportion of very young and very old people. In addition to placing a heavy economic burden upon the community, such a population structure would materially limit the nature of the adult education program to those activities which meet the needs and interests of older people.

Some communities have disproportionately large numbers of males or females in the population. Obviously, when such a situation exists, the sex mores and behavior in the community will probably differ from those where the ratio is more evenly balanced. The adjustment or reaction of a community to such an imbalance may materially influence the content of programs or even the time of day at which such activities might be offered.

The number and kind of people in a community have a great influence on the type of social living. In general, the higher the concentration of people in a given area, the greater the

degree of specialization. Also, high population density usually means that people will be less well acquainted with others in their immediate vicinity. A prevailing high degree of specialization will influence program design, while comparative isolation makes participation and involvement in the program more difficult to achieve.

As the population of a community increases, greater varieties and amounts of goods need to be produced and more services of various kinds are required. Relationships of individuals even within a single occupation tend to become indirect, and, hence, the difficulty is increased of evaluating the activity of one group in comparison with others. Such conditions tend to favor the development of special interest groups, which form organizations to promote their special interests. The adult educator must design his program to serve the needs of these specialized groups.

The educational level of the population greatly influences community welfare, particularly in its civic, social, and vocational aspects. Participation in community affairs is highly correlated with level of formal education, the higher the level of education, the greater the extent of participation. Moreover, the nature and structure of community organizations, as well as patterns of affiliation, are strongly influenced by levels of education. In practical terms this means that the uneducated, unskilled person lives differently in many respects from more highly educated industrial technicians and professional persons. The adult education program will necessarily vary accordingly.

Where the community consists almost entirely of white, native-born, long-time residents, program planning is comparatively simple. But where the population is heavily mixed, with concentrations of "colonies" of race or nationality groups established at various points, the job of building a "community" program becomes more difficult. It is important for the adult educator to know the proportional representation of each national and racial group, the areas of concentration, and to determine the distinctive mores, customs, and living conditions of each such group. Only then can he discern ways and means for his program to serve these groups.

III. The Economic Structure

A. What to Study

1. Business and industry

a. Manufacturing

(1) Tabulate the following information for manufacturing firms in the community:

Type of Mfg.	Total No. Firms	No. Employed for Wages		No. Self Employed		Total Employed		
		Male	Female	Male	Female	White	Negro	Other
Totals								

(2) What is the total payroll of all manufacturing firms combined?

b. Retail businesses

(1) Tabulate the following information for retail business firms in the community:

Type Retail Business	Total No. Firms	No. Employed for Wages		No. Self Employed		Total Employed		
		Male	Female	Male	Female	White	Negro	Other
Totals								

c. Wholesale businesses

(1) Tabulate the following information for wholesale business firms in the community:

Type W'sale Business	Total No. Firms	No. Employed for Wages		No. Self Employed		Total Employed		
		Male	Female	Male	Female	White	Negro	Other
Totals								

(2) What is the total payroll of all wholesale firms?

d. Warehouses

(1) Tabulate the following information for warehouses in the community:

Type Warehouse	Total No. Firms	No. Employed for wages		No. Self Employed				
		Male	Female	Male	Female	White	Negro	Other
Totals								

(2) What is the total payroll of all warehouses?

e. Banks, trust companies, and savings and loan associations

(1) Tabulate the following information:

Kind of Bank	Total No.	Capital and Surplus	Approx. Deposits	No. Self Employed		No. Employed for Wages	
				Male	Female	Male	Female
Totals							

(2) Total number employed, all banks, trust companies, and savings and loan associations?

(3) Total payroll, all banks, trust companies, and savings and loan associations?

f. Office businesses and professions (selling service rather than commodities):

(1) Tabulate the following:

Kind of Firm	No. of Firms	No. Self Employed		No. Employed for Wages		Total Employed		
		Male	Female	Male	Female	White	Negro	Other
Insurance								
Lawyers								
Architects								
Doctors								
Dentists, et cetera								
Total								

(2) Total payroll of office business and professional firms?

g. Hotels and restaurants

(1) Tabulate the following:

Kind of Business	No.	No. of Rooms	No. of Dining Rooms	No. Self Employed		No. Employed for Wages	
				Male	Female	Male	Female
Hotels							
Restaurants		XXX					

(2) Total payroll of hotels and restaurants?

h. Natural resource industries

(1) Agriculture

(a) How many people in the community are engaged in in farming? What percentage of the people does this represent?
(b) What percentage own their farms?
(c) What is the average size farm?
(d) What percentage of the farms are mortgaged?
(e) What are the principal types of farming being done?
(f) What is the general character of the soil in the community?
(g) To what extent are labor-saving devices and machinery used on the farms?

(h) List the leading agricultural products of the community and show the approximate amount and per cent of income from the sale of each.

(i) What farm organizations are found in the community? List as follows:

Name of Organization	Membership	Purpose

(j) What happened between the last two federal census reports with respect to migration from farms in the community?

(k) What percentage of the land area of your county is in forests? What percentage of this was burned over last year? Approximate the loss.

(l) What is the general relation of folk knowledge to science in agriculture in the area?

(2) Mineral industries

(a) Tabulate the following information about the mineral industries operating in the community:

Type of Mineral Industry	No. of Companies	Approximate No. of Employees		Approx. Payroll	Approx. Annual Volume of Business
		Male	Female		
Totals					

(3) Timber

(a) How many people are engaged in the production and sale of timber? Processing and shipping?

(b) What are the principal kinds grown locally?

(c) What is the approximate annual yield of timber? Approximate value?

(d) How much and what kinds of timber are imported?

(4) Water power

(a) List the sources of water power in the area.

(b) What is the potential horsepower?
(c) What part is now being developed?
(d) What is the prevailing local interpretation of the continued availability? Permanent supply? The possibilities for future development?

(5) Transportation and communication
(a) Tabulate the following information for the various transportation and communication firms with offices or terminals in your community:

Kind of Firm	No. of Firms	No. Self Employed		No. Employed for Wages		Total Employed		
		Male	Female	Male	Female	White	Negro	Other
Total								

(b) What is the total community payroll among transportation and communication businesses?
(c) How many private airplanes are there in your community?
(d) What per cent of the families of the community own cars?
(e) What is the number of adult people per automobile in the community?
(f) How many telephones are there in the community?
(g) What percentage of homes have telephones?
(h) How do rates compare with other communities?
(j) List the newspapers distributed in your community.
(k) What is the circulation of your local paper(s)?
(l) Is your local paper one of a chain?
(m) Are its policies consistent and well-known?

B. Economic Outlook for the Future

1. Is your local trade center area attractive or unattractive? What makes it so?

2. How does it rate on the following?

a. Parking space for shoppers
b. Adequate public transit facilities within the trade center and surrounding area
c. Attractiveness of store fronts
d. Variety of stores
e. Stores well stocked
f. Courteous and prompt service
g. Sufficient advertising within trade area
h. Sensitivity to customer needs

3. Are there any types of professional service or facilities, such as banking facilities, legal service, medical service, and so on, whose presence might attract people to the community for other goods and services as well? What are they?

4. What is lacking in the trade center that causes people to go elsewhere for goods and services that might be made available locally?

5. What types of industry have been most successful in your community?

6. What industries have failed in the community over the past twenty years? Why?

7. Are there any conditions working to the disadvantage of industries presently located in the community, such as the following?

a. Inadequate supply of required labor skill
b. Antiquated zoning laws
c. Inadequate supply of water, gas, or other utilities
d. Inadequate sewage disposal
e. Inadequate school and community facilities
f. Lack of cooperation by local government or citizens

8. To what extent are present industries of the community seasonal in their operation? Is the over-all economy of the community materially affected (unbalanced) as a result?

9. Identify any other types of disalignment in the present industrial structure of your community, such as:

a. Overdependence on a particular industry
b. Industries which place undue strain on existing obtainable sewage, water, and utilities

10. What type of industry is needed to complete or balance your community's industrial foundation?

11. What special advantages can your community offer for certain types of industry?

12. Do you have a community organization concerned with industrial development? What is it and how active is it?

13. Which, if any, of the following steps have been taken by your community to improve its industrial base:

    a. Organization of a special development commission
    b. Assembling of a list of prospective industries for your community
    c. Contact with industrial "prospects"
    d. Engaging an industrial development consultant
    e. Community advertising in national publications

C. Sources of information

Chamber of commerce
Retail merchant's association
Individual industries (records and reports)
Business leaders (personal interviews)
Professional leaders and organizations
Civic leaders, clubs and associations
County agricultural and home demonstration agencies
Labor unions (statistics, operations, labor-management relations)
City business directories
City telephone directories
Newspapers and files
State geologist and geological survey
State forester's office
Florida State Department of Education bulletins
    Know Florida
    Florida--Wealth or Waste
    Florida School Bulletin, Vol. VIII, No. 2, 1945
Federal and State census reports
The Florida Handbook, by Allen Morris, published by the Peninsular Publishing Company, Tallahassee
The U. S. Census of Agriculture, Volumes 1 and 2, Florida Extracts
The U. S. Census of Business, Florida Extracts: Volume 3 for retail trade; Volume 5 for wholesale trade; Volumes 6 and 7 for service trades
The U. S. Census of Manufacturers, Volume 3, Florida Extract
Previous Business and industrial surveys of the community

D. Implications for the Adult Educator.

The economic structure is both the fuel and the flame of community life. In a very large measure it determines the level of community living and the breadth and depth of community activities. It provides the means whereby the people accomodate their basic needs of food, clothing, and shelter, and determines the extent to which they

can go beyond that point. Unless it is kept under constant study and on an even keel, the slightest misfortune or period of depression can bring great distress to a community.

The technological advances which have occurred during and since World War II, together with the attendant social, political and economic changes, have brought many economic complications. Large scale production, new materials, the increase of capital, the development of completely new industries, the shifting of labor forces, new patterns of employer-employee relationships, and changes in markets and transportation are some of the problems associated with industry and the many sided business of making a living. The extent to which the adult educator acquaints himself with the local economic structure and gains perspective of its problems and needs, will be the extent to which he is effective in planning a program that will make its proper contribution to the economy of his community.

The economic structure of a community often produces more problems than any other segment of community life. Moreover, recent research has shown that the dominant forces in the power structure of a community are clearly centered within its economic structure.

The adult educator's job is to identify and understand the problems that exist within the economic structure of his community, and to deal with these problems through the machinery of adult education. Unemployment, poverty, insecurity, the exploitation of labor, waste of natural resources, labor-management conflicts, and inadequate production to meet community needs are just a few of the kinds of problems that emanate from this field. The adult educator should create the atmosphere in which such problems can be faced realistically and solved democratically by community groups. Only through continuing study and cooperative action on the part of individuals and groups concerned can such problems be reduced or kept to a minimum.

At the same time, and through the same process of continuing liaison and cooperative study and discussion, the adult educator can learn of industry's personnel needs, training and retraining requirements, plans for new plants and new jobs, while they in turn can learn from him how adult education may serve these needs. The education of adults and the improvement of community living is a cooperative social process, and nowhere is the essentiality of the element of cooperative action more evident than in the training of people for business and industry through adult education.

By working cooperatively with various community agencies, the adult educator may bring about a community consciousness of the true conditions in the community's economic structure and their causes, and determine the best means whereby improvements can be made. For

example, he may organize discussion groups which will stimulate interest in (a) a study of the production, marketing, the purchasing of goods and services; (b) group study of gaps in the community economic structure; (c) study of ways to use federal and state programs; (d) a study of agricultural planning and how such work is related to the local area as well as to the state, region, and nation; (e) a study of zoning and planning in relation to schools and community needs generally; (f) additional sources of income for the community, such as crafts, specialized farming, roadside stands, and family industries; and (g) guiding and expanding programs of existing agencies such as the chamber of commerce, business, labor, industry, and professional groups to the end that there will be a better integration of effort in solving the economic problems of the community.

The adult educator must view the economic structure through the larger eyes of the "whole" community. Where troublesome elements appear within the structure which do not respond under normal processes, he can set the stage for the "heavy artillery" of the entire community to be brought to bear on it. While the adult educator must maintain friendly and cooperative relationships with all elements of business and industry, his primary allegiance is to the whole community and to the public good.

V. The Functional Operations

A. What to Study

1. Government

a. Organization of local government

(1) What is the form of the community government? Make a chart showing its organization and indicate the relationships between various departments, how much each department costs the taxpayers, and how the holder of each office is chosen and the qualifications required.

(2) How are the various top level positions in the local government filled?

(3) For the elective offices and boards in the city and county government, list the following facts:

Office	Present Incumbent(s)	Term	Salary	Duties

b. Voters and Voting

(1) Tabulate the following information about voters and voting in the community:

(a) Number of eligible voters
(b) Number who have qualified to vote
(c) Percentage of those eligible who have not registered and qualified to vote
(d) Percentage of those qualified who actually voted in the last general election
(e) Percentage who voted in the last local election
(f) Number of voters belonging to each political party represented in the community

c. Finance and Cost of Local Government

(1) What are the main sources of revenue of the local government? (List in order of importance)

(2) Income of local government

(a) What is the total assessed property valuation?
(b) What is the total tax rate for all purposes?
(c) What is the source of the total tax revenue:
General property (ad valorem taxes)
Personal property
Special assessments
License fees
Miscellaneous
Total revenue

(d) Other income (such as from distribution of utilities)

(3) Annual expenditures of local government (list)

(a) For general government
(b) For police protection
(c) For health protection
(d) For fire protection
(e) For recreation
(f) For social service
(g) For street lighting
(h) For street cleaning
(i) For garbage collection
(j) For other services (list)

(4) Indebtedness of local community

(a) Total bonded debt
(b) For what purpose were bonds issued
(c) What is the amount of temporary indebtedness
(d) What is the amount of the sinking fund
(e) What is the constitutional debt limit

d. Relationship of Municipal to County Government

(1) Describe relationships in such areas as law enforcement, taxes, et cetera

e. Special services

(1) Fire Protection

(a) What was the total amount of fire loss last year?
(b) What is the average loss for the last five years?
(c) What was the number of deaths from fire last year?
(d) How many men in the fire department?
(e) To what extent are the service and equipment adequate?

(2) Police Protection

(a) How many policemen are there altogether?
(b) What is the ratio per 1,000 population? How does this ratio compare with other communities in Florida?
(c) Number of arrests last year?
(d) Number of convictions resulting in fines only?
(e) Number of convictions resulting in imprisonment?
(f) Number of major crimes not solved in the community?

(3) Streets and Sewers

(a) What is the general condition of the city streets?
(b) What percentage is not paved?
(c) How adequate is the sewer system? What is the method of sewage disposal?

(4) Utilities

(a) Are all areas of the community served by public transit? Which are not? Are rates reasonable?
(b) Electricity
Is the plant privately or publicly owned and operated?
How do light and power rates compare with other areas in the state?
(c) Gas
Is the plant privately or publicly owned?
Are rates in line with other areas?

f. Personnel

(1) Does your government have a merit system for the selection and promotion of non-policymaking employees?

(2) How is this system organized and administered?

(3) Are all non-policymaking positions under this system? Which are not?

(4) What provisions are made for the following:

(a) Sick leave, vacation and promotion
(b) In-service training
(c) Leaves of absence for further training

g. Community Participation and Support

(1) Is your town generally known as a "clean" town? Do people in the community cooperate with the local and state authorities in the apprehension of law violators? Are they willing, generally, to aid in their conviction by testifying truthfully in court?

(2) How is jury selection handled? Does every person qualified for jury service get called in his proper order, or does the procedure provide otherwise?

(3) Do women in your community "like" to serve on juries?

(4) Does public opinion in the community uniformly condemn such infractions of the law as bootlegging, illegal gambling, hunting out of season, and the sale of alcohol and cigarettes to minors?

(5) Does public opinion support enforcement of health laws-including inspection and policing of public dining establishments--and of forest fire prevention laws?

2. Health

a. Administration

(1) How are the responsibilities for public health services shared between the city and the county?

(2) Is there a local health officer?

(3) How many health nurses are employed?

(4) How many sanitary inspectors are there?

b. Finances

(1) What are the total operating expenses of the local health department? How much city? County?

(2) How is it financed?

c. Public Health Services

(1) List the community health services, such as:

(a) Pre-natal service (clinic)
(b) Infant welfare service (clinic)
(c) Pre-school service (clinic)
(d) School medical service
(e) Dental service
(f) Food and milk control
(g) Garbage collection
(h) Street cleaning
(i) Water supply service
(j) Communicable disease service (clinics)

(2) Of the kinds of clinics you do not have, which are needed? (Perhaps tonsil clinics, crippled children clinics, and veneral disease clinics.)

(3) How often are dairies in your community (county) inspected by competent officials?

(4) How often are restaurants and lunchrooms inspected? Do their employees have health certificates?

(5) Are all public buildings, including stores, churches, schools, et cetera, regularly cleaned and ventilated with necessary sections screened? Are they free from rats, roaches, and flies?

(6) What is the relation between health and disease and full employment, housing conditions, and educational limitations in your community?

(7) How frequent and how thorough are children's health examinations conducted, in your schools? Can you find out what follow-up care, if any, is rendered?

d. Health Agencies

(1) Public

(a) List all public health agencies of the community and identify services rendered by each.
(b) What additional public health agencies are needed?

(2) Private

(a) List all private health agencies, including private hospitals, nursing homes, other institutions, and professional health organizations that serve the community. Describe the services rendered by each.
(b) Does the community have a local health council? What are its functions and objectives?
(c) Are other private health agencies needed in the community? Identify and state purposes.

e. Vital Statistics

(1) What is the annual death rate per 1,000 population? How does this compare?

(2) What is the total number of deaths for last year?

(3) List the most important causes of death, with the number of deaths from each cause.

(4) What is the infant mortality rate? Total number of infant deaths last year? How does this compare with other communities?

f. Hospitalization and Other Medical Services

(1) How many doctors are there in the community? Dentists? Trained nurses? How does the ratio of the number of doctors, dentists, and nurses compare with recommendations of health authorities?

(2) Is there a municipal hospital?

(3) Are the hospital facilities adequate? If not, wherein are they inadequate?

(4) How may hospitalization and medical care be obtained by those unable to pay?

(5) What provisions are made for the mentally ill? Is there a mental health association in your community? A mental health clinic?

g. Water Supply

(1) Does the community own a public water system?

(2) What is the source of water? Is it adequate? For how long?

(3) Are samples taken at regular intervals for testing? How often? What does the record of these tests show for the last year?

(4) What percentage of people have water piped into their homes and what percentage do not?

h. Sewage Disposal

(1) Is the sewage disposal system adequate at present?

(2) Are improvements needed? What are they?

(3) What action is needed to correct the situation?

(4) How are sewage wastes from the community treated?

(5) How many outdoor toilets are there in the community? What percentage of homes are represented?

(6) What percentage of homes have septic tanks?

3. Social Welfare

a. Juvenile Delinquency

(1) Is there a juvenile court in the community?

(2) Are all cases under sixteen years brought to the juvenile court?

(3) What provision is made to care for a child that is taken from his parents and made a ward of the local Department of Public Welfare?

(4) How are cases involving delinquent children handled? Does this accomodate the best interest of both the child and the community?

(5) How many juvenile cases were handled in the community last year? Male? Female? White? Negro?

(6) List the types and number of offenses with which juveniles were charged last year.

(7) What percentage of delinquents were first offenders? Repeaters? Boys? Girls?

(8) What percentage of juvenile delinquents cases have only mothers living? Only fathers living? Having neither mother nor father living? Having parents divorced?

(9) Do you have a well-trained probation staff in your juvenile court? Do these officials receive professional training in social work comparable to that received by professionals in other fields?

(10) What improvements and developments appear to be needed to improve your community's program for juvenile delinquency?

b. Adult Crime

(1) List the types and approximate number of crimes and misdemeanors in the community for which persons were convicted last year.

(2) How does the crime rate compare with that of other communities of comparable size in the state?

(3) Give approximate number of convictions per 1,000 population. What age groups predominate? What race predominates?

c. Defectives

(1) How is admission to proper and separate institutions secured for epileptics, feeble-minded, and insane? How well are the processes established and understood by the community?

d. Child Care

(1) What number of children from the community were cared for last year by institutional agencies?

(2) What number of children from the community are now in institutions, public and private, for feeble-mindedness? Crippled? Abandoned? Orphaned?

e. Charities

(1) List the organized charity associations in the community.

(2) How many families are on relief? How many social workers are there in the community? Are services adequate?

4. Education

a. Scope of the Present Program

(1) Tabulate the number of schools and the enrollment of compulsory school-age youth in your community (county) according to race and classification of schools, as follows:

Type of School	White		Negro	
	Number	Enrollment	Number	Enrollment
Public Elementary				
Public Junior High				
Public Senior High				
Public Jr.-Sr. High				
Public Combined Elem. and High				
Technical and Vocat.				
Sub-Total: Public				
Private (Including Parochial) Elem.				
Private (Including Parochial) Jr. High				
Private (Including Parochial) Jr.-Sr. Hi				
Private (Including Paroc.) Combined				
Private Technical and/or Vocational				
Sub-Total: Private				
COMBINED TOTALS				

(2) Tabulate the other schools and enrollments of groups other than compulsory school age youth in the community, as follows:

Type of School	White		Colored	
	Number	Enrollment	Number	Enrollment
Public: Kindergarten Vocational School Evening and Adult Colleges				
Sub-Total: Public				
Private: Nursery Schools Kindergartens Vocational: Music Art Business Trades Others _____ _____ Colleges				
Sub-Total: Private				
COMBINED TOTALS				

(3) List the voluntary agencies that provide adult education in your community (county) other than strictly vocational, as included in number (2) above and indicate the number of people served according to race and type of instruction offered as follows:

Name of Agency	Nature of Instruction	Number of People Served	Regular or Temporary Function	Primary Groups Involved

(4) Are there any extension classes being conducted in the community? List them and tabulate enrollments.

(5) Are there any museums or art exhibits in the community? Record details. What is the extent of adult participation?

(6) Are there any schools or classes, public, or private, for atypical children? What is their total enrollment?

(7) Sum up all enrollments in schools and classes listed in 1-6 above and record for white, colored, and total. What percentage of the total population of the community (county) does this total enrollment represent? How does this compare with other communities (counties)?

(8) How many school age youth in the county are not enrolled in school?

(9) How many adult illiterates are there in the county? How does this compare with other counties in the state?

b. Adequacy of Public Educational Facilities

(1) Buildings and Equipment

(a) Are the public school buildings adequate for the number of students served? Are they over-crowded? Do they have unused space?

(b) Are the buildings well-maintained and in good state of repair? Are they kept clean and sanitary?

(c) Do the schools have equipment designed for the age groups being served? For adults?

(d) Are buildings, equipment, and materials adequate for the curriculum being offered?
(e) In what condition, generally, is the school equipment?
(f) Are playgrounds of adequate size? Are they reasonably well equipped?
(g) What provisions are made for maintaining school grounds and playground facilities? Are these facilities available for community use throughout the year? Is supervision needed? Provided?
(h) What provisions are made for the replacement and addition of equipment or supplies necessary to inaugurate curriculum changes as necessary?
(i) What physical facilities, other than regular school facilities, are available in the community(county) for meeting needs of special instruction groups?
(j) What plans are under way for new buildings or additions to existing buildings?
(k) What seem to be the most acute problems at the present time with respect to buildings, equipment, and grounds?

2. Curriculum

(a) To what extent does the public school curriculum appear to reflect the general character, interests, and needs of the community?
(b) What procedure has been established for curriculum study and revision? Describe it.
(c) What obvious voids seem to exist in the present curriculum to which immediate attention should be given by the community?

c. School Finances

(1) What is the total school budget for the community (county)?

(2) What part (per cent) of the total budget comes from the state? What part (per cent) comes from local sources? How do these percentages compare with those of other counties?

(3) Show the amount and per cent of the total budget represented by each of the following:

(a) Teachers' salaries
(b) Buildings and equipment
(c) Transportation
(d) Current expense
Consumable instructional supplies

(4) What is the total assessed valuation of property in your community (county)?

(5) How many mills of tax are assessed for school purposes? How does this compare with other communities (counties)?

(6) What has been the per pupil expenditure for education in your community (county) for each of the past ten years? How does this compare with other communities (counties)?

d. Training and Salaries of Teachers

(1) What percentage of the teachers of the community (county) have less than four years of professional training?

(2) What percentage have four years or more of professional training?

(3) How do 1 and 2 above compare with other counties of the state?

(4) How does the salary schedule for teachers, principals, and supervisors of the county compare with that of other counties of the state of comparable wealth?

e. Miscellaneous

(1) What has been the per cent of teacher turnover in the community (county) for each of the past five years? How does this compare with other counties of the state? If ratio is high, what factors account for it?

(2) Tabulate the county school enrollment by grades and observe major drop-out points.

(3) How does the drop-out rate in the public schools of your community (county) compare with that of other counties of the state? Is there any definite and systematic study of the drop-out problem under way?

(4) What is the general attitude and willingness of the people of the community (county) toward liberal financing of the public schools? Toward adult education in particular?

(5) What appears to be the level of community (citizen) participation in the school affairs of the community (county? How does this compare with other areas?

(6) What portion of the enrollment in the technical schools and colleges of the community (county) come from outside the county?

(7) What particular effort is being made by the community (county) to stimulate and provide for continuing education and training beyond high school?

(8) What percentage of the community's adult population participates in organized adult education activities? How does this compare with other counties of the state?

5. Religion

a. Churches and church membership

(1) List the religious denominations in your community.

(2) Approximately what percentage of the population are church members?

(3) The average church attendance of all churches is what percentage of the total population?

(4) Are church memberships increasing or decreasing in the community? How does the increase or decrease compare with the population change?

(5) How does the appearance of churches in the community compare with that of schools, theatres, business establishments, factories, and other public buildings?

(6) Which, if any, churches include preponderantly high income people in their memberships? Which include the low income groups?

b. Religious organizations and services

(1) What religious organizations are there in the community for men? Women? Young people?

(2) What provisions are made for religious education other than Sunday Schools?

(3) List the types of services churches are rendering outside of their regular services. In other words, what are the community programs or problems with which the churches, individually, or collectively, are working or with which they are concerned?

6. Housing

a. Total number of dwelling units in this community

(1) Number in town

(2) Number out of town

(3) Number of dwelling units that are:

(a) Detached houses
(b) Apartments or duplexes
(c) Auto court units intended for regular living quarters
(d) Other rooms not included above

(4) Number of these dwelling units that occupant owned? Rented? Vacant?

b. Condition of dwelling units in this community

(1) The number in good living condition

(2) The number in poor living condition

c. Number of dwelling units now under construction in the community?

d. Range of rental prices for a dwelling unit in the community

e. Number of dwelling units in the community that have:

Indoor plumbing	No electricity
Outdoor plumbing	Running water
Private bathroom	No running water
Shared bathroom	Hot water heater
Electricity	No hot water heater

f. The number of families in this community who have a telephone and the number who do not.

g. The number of families in the community who own an automobile and the number who do not.

h. Number and percentage of families who own their homes.

i. What percentage of homes are mortgaged?

j. Does the community have a housing program?

k. Does the community have a recognized housing problem? What is it, and how acute is it?

7. Recreation

a. Types of recreation

(1) What are the principal recreations that engage the leisure time of the population of the community?

(2) Which of the above recreations are operated for profit?

(3) Is there a community organization which provides recreational opportunities (without profit) for young people? Working men? Working women?

(4) What recreational programs are available for below teen-age youth? Teen-age? Adults? How are these supervised? Are year-round facilities offered?

(5) Is there a community house, or group of houses, which serves as a hub for activities of all ages?

(6) Is there a public swimming pool in the community? How is it managed?

b. Playgrounds

(1) Locate all public playgrounds of the community on a map of the community. Is there a sufficient number of public playgrounds? Are they placed according to density of population? Are they easily accessible? Who maintains them? Are they adequately staffed? Are they operated on a year-round basis?

(2) What use is made of streets for play?

(3) To what extent do unimproved lots serve as playgrounds?

(4) What is the attitude of the city government toward recreational facilities and the use of streets for play?

(5) What percentage of children have no other place for recreation than the streets in the vicinity of the home?

(6) Does there appear to be any relationship between community facilities and juvenile delinquency in the community? Specify and describe.

c. Athletic facilities

(1) List the number of the following:

(a) Swimming pools
(b) Skating rinks
(c) Bowling alleys
(d) Billiard halls
(e) Supervised dance halls
(f) Gymnasia
(g) Athletic courts

(2) What is the average weekly attendance at each of the above facilities?

(3) Are school buildings used as recreation centers? Churches? Would there be serious opposition in the community to making them so?

d. Cultural entertainment

(1) Does your community have an adequate auditorium with suitable stage, seats, acoustics, lighting, and other equipment? Is there a fair rental charge for organizational use?

(2) What church, civic, and school musical societies are there in the community? Does the community have a group chorus? A band? Do they present festivals and other programs with some regularity? How are they financed?

(3) List the regular public concerts given in the community?

(4) List the organizations or agencies in the community that sponsor seasonal musical entertainment?

(5) Are there any regular public lecture courses given in the community? What are they?

(6) What organizations sponsor public lectures?

(7) Are there groups of adults in your community interested in play production? Which groups?

(8) Does the community support amateur plays? How well?

(9) How many theatres are there in the community?

(10) What is the most popular type of cultural entertainment in the community?

e. Library

(1) Does your community provide a public library? What is the annual expenditure? How is it financed?

(2) Is the equipment adequate?

(3) What new equipment is needed or desirable?

(4) How many books are there in the library? Are they well chosen and of sufficient variety?

(5) What is the monthly circulation? What per cent to adults?

(6) What books are found to be most popular--history, fiction, biography, poetry, science, other?

(7) How are books made available to citizens living at a distance from the library? Bookmobile? Deposits at stores?

(8) What periodicals are subscribed for by the library? Are they circulated?

(9) What newspapers are available at the library?

(10) What areas (and groups) are served by the library?

(11) How many people in the community have established library privileges? How many of these are below twenty-one years of age, and how many are above? What percentage of the population does this represent for each age group?

8. Community Groups

a. Formal groups

(1) Civic groups

(a) Tabulate the following information for all organized civic groups in your community:

Name of Group	No. of Members	When Meets	Where Meets	Current Officers	Regular Community Projects

(2) Social Groups

(a) Record the following information about all formally organized social groups operating within your community:

Name of Group	No. of Members	When Meets	Where Meets	Primary Interest	Primary Affiliation	Current Officers

(3) Occupational and professional groups

(a) Record the following information concerning all occupational and professional organizations formally operating within your community:

Name of Group	No. of Members	When Meets	Where Meets	Occ. or Prof. Identified with	Current Officers	Community Activities

(4) Other formal groups

(a) Record the following information for other formally organized groups functioning within the community, but which do not properly fall within either of the categories above (such as patriotic, recreational, veterans, or garden clubs:)

Name of Group	No. of Members	Group Interest	When Meets	Membership Requirements	Current Officers	Community Activities & Services

b. Informal groups

(1) Record the following information for all informal groups you can learn about in your community:

Name or Identity	No. of Members	Group Affinity	How Old	When Meets	Where Meets	Key Members

9. Community Power Structure

a. Who are the generally recognized civic and social leaders of the community?

b. Who are the generally recognized leaders among the business men of the community? Among industrial people?

c. Are there evidences of "powers behind the throne" in community affairs?

d. Who are the real, behind the scene, "powers" in the community? Who really swings the influence on basic community policy?

B. Sources of Information

The following are suggested as sources of information according to the various kinds of community organizations and services:

Community Government	Local newspaper files Local libraries Local governmental units Local chamber of commerce Police department City clerk's office County supervisor of registration City merit system director, or civil service board City Manager's or Mayor's office Local fire department
Community Health	County health department Community health department City sanitation department Local medical society Chamber of commerce Health survey reports State board of health Bureau of vital statistics County superintendent of schools School principals (child health examinations)
Social Welfare	Local hospitals and clinics Local newspaper files Local courts--juvenile, city, county and circuit court records and officials Sheriff's and police department Public health officials Public welfare workers Social service institutions Local charity organizations Local newspaper files
Education	County superintendent of public instruction Community school supervisors, principals, and teachers, (public and private) Public libraries Juvenile court officials and records Local cultural clubs and organizations Biennial reports of the state superintendent of public instruction Parent-teacher organizations Local professional educational organizations Personal visitation and inspection of school facilities and interviews with people familiar with facts

	Chamber of commerce State department of education
Religion	Local ministerial association Individual ministers Church secretaries Church organizations
Housing	U. S. Census of Housing (most recent edition) Local chamber of commerce Local housing authority Local building contractors' association City safety inspector City building inspector Local federal savings and loan officers
Recreation	City playground supervisor City park superintendent City recreation director or board Civic and social clubs and leaders Social service groups Local cultural organizations or clubs Local schools Public library Local newspaper Local rod and gun clubs
Community Groups and Power Structure	Presidents and secretaries of civic, social, and professional organizations Long-time residents of the community Newspaper editors and columnists Newspaper files City and county commissioners Chamber of commerce City planning board Observation and contacts in coffee shops, restaurants, recreational facilities, clubs, and on the streets

D. Implications to the Adult Educator

The local adult educator will find in the functional operations of the community many factors which influence the design of his program. The people of a community are usually interested in the extent and the level of efficiency of essential community services. This general interest, when supplemented by their concern over problems

which emanate from these services, provides the motivating influence for many adult education activities.

Local government is of interest to everyone because everyone is affected by it. It speaks for the entire community. It impinges at every point upon the health, education, and welfare of its citizens. During recent years its activities in these areas have been markedly increased. In view of these facts, the adult educator should make provisions for the continuing study of local government in order that his program may sponsor timely activities which will bring increased knowledge of government to the people, and thus prepare them to participate more effectively in the solving of these problems.

An interest in government is usually not lacking among the people of a community. What is lacking all too often is the knowledge of just how individuals can make their thinking known about governmental affairs and contribute to the shaping of community policy. Here is where adult education can make a valuable contribution. If the adult educator is alert and skillful in initiating at the right time, programs which will bring individuals together for discussion sessions with government officials and leaders in the community, on matters of current public concern, he will be fulfilling the funcion of adult education in the improvement of the democratic process. In addition to bringing the "feeling of participation" to a great many individuals who previously did not know how to participate, he will, if he continues the procedure, develop among the participants higher and higher levels of enlightenment and skill in the process of participation. They will gain better understanding of the many processes of democratic government and of their role in it. There will be not only more participation, but more enlightened participation.

In addition to his first task of identifying immediately existing problems which may be attacked through his program, the adult educator, in his study of the functional operations of the community, is also concerned with ways and means by which his program may bring about improvement in the general quality of community services. Although crucial problems may not be found in a particular service, citizen study and evaluation may well determine areas where services need strengthening, extending, or streamlining. Such may be the case, for example, in connection with community health services.

Many small communities in recent years have been completely without medical service because of their inability to attract general medical practitioners away from the larger centers. Where the adult educator finds this to be true in his community, his program can be made the means of kindling the interest and hopes of the people for a change. A study-discussion group on "How Can We Get a Doctor? may result in an organized community approach to the problem and the procurement of much needed medical service, as has been accomplished in many

small communities. Better public understanding and improved community health services often result from activities which bring noted health authorities and specialists before public groups for discussions of health questions which are of particular concern in the community at a given time. The adult educator has a responsibility to assist in arranging for such meetings. Topics which are of particular interest in the community at the time are discussed by specialists, with the opportunity for questions and discussion from the group. A well-known young leader of the community may suddenly die of a heart attack. Local interest in heart trouble suddenly "zooms." At that moment the adult educator can render valuable public service by initiating arrangements for a public forum on "How You can Take Care of Your Heart." The same procedure can be used for a wide range of other problems. Activities of this nature may be sponsored or co-sponsored by interested community agencies.

Similarly, in the social welfare services, the adult educator can cooperate with various social agencies to develop organized cooperative approaches. There are many adults in the community who would like to participate in some way in the shaping of policy and determining eligibility requirements on public assistance programs. Discussion groups on such questions are often very beneficial, both in clearing up widespread misunderstanding, as well as in developing a sounder public policy.

The adult educator should establish and maintain continuing professional relationships with the churches of his community. Church groups need the professional skills of the adult educator in their leadership training programs, and the adult educator should in turn utilize the contributions which the churches of the community are in position to make in connection with such adult education activities as institutes on courtships, marriage, and family relations.

The adult educator's study of the educational programs and resources of the community should provide him with information on three important questions. First, what problems exist in the schools about which the community is especially concerned? Secondly, what agencies in the community, other than the public schools, are doing adult education, and what are they doing? Finally, what fields or areas are not being served; what gaps exist in the over-all program?

Of particular significance to the life of a community are the various groups and associations of people found within it. The typical community has many organized groups, and they wield substantial influence on the affairs of the community. The adult educator must identify and work with and through these organizations and groups. But even though these organizations are plentiful in the community, they do not reach all elements of the population. Various studies have indicated that only slightly more than half of the adult

population of communities are actively associated with any type of organization. In fact, except for religious group affiliations, there are considerably less than half of the people in the smaller, more rural communities, who belong to formal organization. This leaves the adult educator with a substantial segment of the population to reach through means other than organized groups. One approach to reaching this remaining element is to identify and work through informal groups within the community. These informal groups are more difficult to identify because they are spontaneously formed and seldom have established relations with institutional programs. The adult educator may find that his best approach for reaching and involving these informal groups is to identify their leaders, try and get them interested, and capitalize on their influence to involve the group as a whole. This has proven very successful in many instances.

CONCLUSION

It can be seen readily that the job of studying and understanding one's community is no simple task. It involves extensive and continuous effort; yet, it is essential to sound educational planning.

Actually, the adult educator, in the performance of his role as an educational agent working with the adult population of his community, has open to him a choice between two courses of action; on the one hand, he can operate in isolation, within the framework of the social institution which harbors him.

On the other hand, he can become a dynamic force for the strengthening of democracy and the achievement of orderly and intelligent social change. Should he choose the first course, the adult educator will not be faced with many problems that are complex in nature or impossible to handle within the framework of the traditional educational structure, but neither will he be socially useful. Should he choose the second course of action, he is faced with the necessity of understanding the community, that complex social unit in which he operates, and with intelligent educational planning founded on the social realities of his community, the adult educator may fulfill his vital role in the community and in the society.

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